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ABSTRACT

The Brevard District Plan for placement and follow-up is intended for all secondary students, including dropouts, disadvantaged, adult students, and graduates. The areas of placement may be in gainful employment, educational institutions, or a combination of both. The plan specifies procedures for implementing placement and stipulates the type of data to be collected (number of students in the school leaver and school graduate categories, number of students in each category who registered or obtained placement services, number of students in each category who were placed, area of placement, and areas in which students experienced difficulty in being placed.) An annual report from the superintendent will make curriculum change suggestions affecting the employability of job candidates and the performance of students in postsecondary educational institutions, beginning in 1976. Follow-up studies personnel will perform the same duty in the same year to reflect the effectiveness of instructional programs and the adequacy of instructional program goals and objectives. Responsibility for both placement and follow-up studies programs rests with the county career education coordinator. (Twenty-three pages provide suggested forms to be used in the Plan. A calendar of events for the 1974-75 year is appended.) (AG)

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BREVARD DISTRICT PLAN
FOR
PLACEMENT AND FOLLOW-UP

1974-1975

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BREVARD DISTRICT PLAN FOR PLACEMENT AND FOLLOW-UP

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Career Education Department

BREVARD DISTRICT PLAN

for

PLACEMENT and FOLLOW-UP

Prepared by:

Olive W. Thomas
Career Education Coordinator

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TABLE OF CONTENTS

	Page
Preface	1 - 7
District Plan for Placement and Follow-up	8 - 10
Procedures for Implementing	11
Utilization of Placement and Follow-up Forms	12 - 16
Required Forms (District - Wide)	17 - 40
List of Suggested Forms	

Appendix I (Authorization)

Appendix II (Calendar for 1974 - 1975)

PREFACE

In order to accomplish one of the major objectives of Career Education - placement of students - the School Board of Brevard County has adopted a district plan for placement and follow-up of all exiting secondary students. Generally speaking, there are two groups, graduates and leavers (drop-outs) included in the category of those who exit. Among the areas of placement are post-secondary education, military service, job, homemaker, and sheltered workshop. Placement Centers, staffed by coordinators and/or occupational placement specialists, have been established in each senior high school in the district. Already, teachers, principals, occupational placement specialists, counselors, students and employers of the communities are joining forces for what promises to be a very rewarding year!

The initial follow-up includes all students. Subsequent follow-ups, to include a random sample, will occur at the end of the third and fifth years after exit.

These follow-up surveys will furnish information which will be used in validating programs, recommending curriculum changes, and improving and making more relevant the course offerings of Brevard County Schools.

DISTRICT PLAN FOR PLACEMENT AND FOLLOW-UP

INTRODUCTION:

To comply with State Board of Education Regulations, Chapter 73-235 and Section 6A., Brevard County is establishing Placement and Follow-up Centers in all secondary schools in the district. The District Plan adheres strictly to Guidelines for Placement Services and Follow-up Studies distributed by the D. O. E.

RATIONALE FOR PAFU SERVICES:

For a number of years, placement services and follow-up studies have been conducted in Brevard County on a limited basis but have not included all students, graduates and school leavers. In order to facilitate the transitional process from the school environment to the work world, placement service is provided. In addition, follow-up services provide data to be used for program validation and curriculum change, in connection with student need. The overall effectiveness of a school's program is the degree of success experienced in the placement of exiting students. A commitment from and total effort of all school personnel - administrators, counselors, and teachers - is required for the program to be successful.

PLACEMENT SERVICES:

Goals:

1. The ultimate test of our educational system is placement of students in gainful employment, continuance in education or a combination of employment and further education. This service will be provided on the basis of students' interests, aptitudes, abilities, and potential.

2. ALL students - the dropouts, the disadvantaged, and ADULT EDUCATION - are included.

OBJECTIVES:

1. To serve the needs of students as they seek to gain employment and/or to move to another level of education.

2. To provide information that will enable the school and district to adjust instructional programs to meet the needs of students more fully.

3. To provide data which indicate where graduates and other former students are placed subsequent to leaving school.

ASSIGNMENT OF RESPONSIBILITY:

Mrs. Olive W. Thomas
Career Education Coordinator, Brevard County
Monroe Center, Cocoa, Florida 32922

RESPONSIBILITIES INCLUDE THE FOLLOWING:

1. To coordinate the efforts of all concerned personnel - teachers, counselors, coordinators and administrators, in the placement of all students.

2. Identify existing community, state, federal, and private educational agencies in which a student may be employed or enrolled.

   a. Family Services
   b. Neighborhood Youth Corps
   c. Vocational Rehabilitation
   d. Adult Education
   e. Brevard Community College
   f. Correspondence (State Univ.)
   g. Private Schools
   h. Other

3. To serve on the district level as liaison with all educational institutions, employers, and agencies in which students are likely to be placed, and to assist individual schools in establishing similar liaisons.

4. Develop and implement an evaluation system of placement services provided to students.

5. Prepare a report of the effectiveness of placement services provided to students.

6. Recommend needed changes in curricula or placement services based on an evaluation of placement services.

7. Prepare or direct the preparation of written reports to the school board.

POPULATION TO BE SERVED:

Placement services shall be provided for every student enrolled in a program and may be provided for former students who have graduated or left school.

CATEGORIES:

School Graduate - As used in this plan, a school graduate is defined as an individual who has received a high school diploma or other formal recognition, such as a certificate, for the successful completion of a prescribed program of study.

School Leaver - As used in this plan, a school leaver is defined as an individual who leaves either prior to high school graduation or before completing a program of studies, without transferring to another school.

DEFINITION OF SECONDARY SCHOOL:

As used in this plan, a secondary school is defined as a school enrolling students in any one or any combination of the following grade levels: 8, 9, 10, 11, 12.

AREAS OF PLACEMENT:

The areas of placement services offered to each student depend upon the desires of the individual to gain employment and/or to acquire additional education. Areas of placement may include, but are not limited to, the following:

Job Placement

Four Year College and University

Area Vocational-Technical Center

Community College

Adult Education Program

Military Service

Private School

Sheltered Workshop

Any other educational or job alternative available

PROCEDURES FOR IMPLEMENTING PLACEMENT INCLUDE THE FOLLOWING SERVICES:

1. Students will be given, early in the orientation period, an introduction to the school placement center. An all-out effort to initiate awareness of the placement service will be launched.

2. Guidance services are utilized to develop appropriate attitudes toward Career Planning. Development of résumés, describing abilities and skills, will be consummated and results kept current for review of prospective employers.

3. Occupational Placement Specialists serve as community - school - student liaisons to provide career information and job placement opportunities. Students will be referred to appropriate community agencies.

4. Using simulated interviews, the Occupational Placement Specialist and/or guidance counselor directs the student to make the best possible presentation of himself. Actual interview with potential employers and follow-up of employment are initiated to ensure success for the student.

5. Files on each student desiring employment and also those using placement services are maintained.

6. Contacts are maintained with personnel from post-secondary educational institutions and potential employers. They are invited and encouraged to visit the schools.

7. In addition to collecting and disseminating educational and carcer information, the placement coordinator arranges to attend local meetings of business and civic organizations to explain placement services.

DURATION OF PLACEMENT SERVICES:

Placement services are provided for at least one year after the student has graduated from or left school.

COLLECTION OF DATA:

Collected information will be used to evaluate the effectiveness of placement services.

The types of information to be collected include:

1. Number of students in each identified category: school leavers and school graduates.

2. Number of students (by category) who registered or obtained placement services.

3. Number of students (by category) who were placed, and in what areas.

4. Areas in which students experienced difficulty in being placed.

ANALYSIS - ANALYSIS OF DATA MUST INCLUDE:

a. School and educational program deficiencies identified by the placement information.

b. Changes or modifications in both curriculum and placement services needed to alleviate deficiencies identified.

c. Indication of successful or non-existing programs that need expansion.

REPORTS:

Beginning January 1, 1976, and each year thereafter, the superintendent shall make an annual written report to the school board with recommendations for each area of curriculum deficiency having an adverse effect on the employability of job candidates

and the performance of students enrolled in post-secondary educational institutions. This report should reflect an assessment of the procedures used in placement, with recommendations for any necessary changes in policy or procedure. One copy of the annual report shall be submitted to the Commissioner of Education.

FOLLOW-UP STUDIES

Pursuant to Chapter 73-235, Laws of Florida, and Section 6A-6.71 (4) State Board of Education Regulations, each school board shall ensure that:

... Appropriate evaluation is made of the performance of former students as they pursue careers for which they received preparation while attending any secondary or post-secondary program in the schools of that district.

... Each secondary school, each area vocational-technical center, and each district is required to review its program in relation to the information provided by the follow-up evaluations.

OBJECTIVES:

1. To determine the effectiveness of instructional programs in meeting their stated goals and objectives. (e.g., How well is the attainment of the instructional goals and objectives demonstrated by the performance of former students?)

2. To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled. (e.g. Were former students required to learn skills or knowledge not needed? Are former students required to engage in on-the job activities which were not included in the educational program?)

FOLLOW-UP STUDIES:

These are defined as a systematic examination of the performance of former Brevard County students in relation to goals and objectives of the educational programs through which the students were prepared.

RESPONSIBILITY:

Each school board shall, prior to September 1, 1974, adopt a district-wide plan to ensure that follow-up evaluations are made on the placement and performance of all students graduating from or leaving each secondary school, area vocational - technical center or other post-secondary institution administered by the school district. The plan shall be included in the District Comprehensive Educational Plan submitted to the Department of Education.

ASSIGNMENT OF RESPONSIBILITY:

Mrs. Olive W. Thomas
Career Education Coordinator, Brevard County
Monroe Center, Cocoa, Florida 32922

RESPONSIBILITIES:

1. Coordinates the follow-up study in conjunction with district level personnel who supervise or coordinate instructional programs

2. Coordinates the examination of the results of the follow-up study

3. Based upon information developed in the follow-up studies, prepares written reports to the school board concerning areas of curricular deficiency

POPULATION:

Initial follow-up studies include each former student who graduated or left school. Subsequent follow-up studies may include a random sample of former students.

SCHEDULE FOR CONDUCTING FOLLOW-UP STUDIES:

The initial follow-up of all former students is conducted within the period from four to fifteen months after the student leaves school.

1. The follow-up study developed by the Division of Vocational Education is included for each former student completing a vocational-technical preparatory program or leaving school with a marketable skill. This study shall be conducted during October of the school year following the student's exit from school.

2. The follow-up study for each student who leaves school before graduation includes an exit interview to determine the reasons for leaving and his perception of all curricula and programs in which he was enrolled.

INFORMATION NEEDED FOR CONDUCTING AND EXAMINING FOLLOW-UP STUDIES:

1. The information collected on the follow-up survey is designed to draw conclusions relative to the objectives of the follow-up studies as previously listed.

2. Brevard County provides for the systematic study of the factors that are associated with the withdrawal of students who leave school prior to graduation or the completion of their declared education objectives.

3. Instruments and procedures for assessment are devised and utilized to evaluate:

a. the performance of former students in relation to identified objectives; and,

b. the adequacy of those goals and objectives in which former students are engaging

REPORTS:

Beginning January 1, 1976, (included with placement report) and each year thereafter, an annual written report is made to the district school board by follow-up personnel with recommendations concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates and the performance of students enrolled in post-secondary educational institutions. This report should reflect an assessment of the procedures used in conducting follow-up studies with recommendations for any necessary changes in policy or procedure. One copy of the annual report shall be submitted to the Commissioner of Education.

PROCEDURES FOR IMPLEMENTING

THE BREVARD COUNTY PLACEMENT AND FOLLOW-UP PLAN

The purpose of this section of the booklet is to expedite the District Plan for Placement and Follow-up which ensures that organized placement and follow-up services will be available to all students graduating or leaving the Brevard County School System. These services will be provided prior to September 1, of the current year, 1974.

To accomplish the goals and objectives stated in the district plan (exact duplicates of those described in the state guidelines), certain procedures must be followed by all secondary schools, which include eighth year through twelfth year students.

A review of existing research identifies, among others, the following elements for a comprehensive program of Placement and Follow-up:

1. Operation of a placement - guidance center for students. Several of the high schools in the county now have placement centers, some of which are concerned mainly with vocational students. With slight modification and/or adaptation, these same centers may be coordinated to provide placement for gainful employment for all students leaving the schools.

Identification of a building level coordinator is vital. This individual should be familiar with vocational and academic guidance as well as cooperative education and work experience programs. He must know the industrial community, be concerned about students (leavers and graduates) and have the respect and confidence of the faculty and students. A telephone should be provided for use in the placement center.

It is recommended that guidance counselors and occupational placement specialists be utilized, wherever possible. Incidentally, all occupational placement specialists receive, as part of their in-service training, placement and follow-up information. Perhaps students with Business Educational skills might assist with the clerical help.

2. A records system for collecting and maintaining data on students for placement, follow-up and evaluation. To accomplish the collection of data required by the State Department, it is necessary to devise forms for use district-wide. These are tabbed with letters A - D. The number of forms has been kept to a minimum, with the inclusion of only four forms for this purpose. A brief description follows:

Form A - Exit Interview. In the State Guidelines, this statement is made, "The follow-up study for each student who leaves school before graduation should include an exit interview to determine the reason(s) for leaving and his perception of all curricula and programs in which he was enrolled."

Input from counselors and/or occupational placement specialists from all county senior high schools and most of the junior high schools was used to adapt the old county form to the present one. Data from these interviews will be used by each school placement coordinator in making his annual report (C) to the county. If a student exits without formal withdrawal, every effort should be made to follow him to obtain this information.

Form B - A form letter, signed by the principal of the school, accompanies the follow-up survey form, (B). These forms should be mailed to all school leavers of the previous year. Follow-up efforts, subsequent to the initial mail-out, are encouraged.

Form C - This form is keyed to the Follow-up Survey (Form B) and is numbered so as to reflect a composite of student reactions. This report, completed by the placement coordinator, should be received in the Career Education Department by July 1, 1975.

Form D - To determine the effectiveness of the placement services, it is necessary to collect the data asked for in Form D. There is an excellent explantion of this on page 4 of the State Guidelines: The due date of this report, like that of Form C, is July 1, 1975.

Many schools have generated their own forms for pre-graduate data survey forms, community surveys, student application, referrals, etc. If, however, tne Placement and Follow-up Coordinator can be of assistance in devising forms for any particular use, please contact her at Monroe Center.

Any questions or needed information and all reports regarding Placement and Follow-Up should be directed to:

Mrs. Olive Thomas
Placement and Follow-Up Coordinator
Monroe Center, Cocoa, Florida 32922

3. A means of surveying the business community and maintaining and updating such information, with the idea of maintaining positive relationships with the business leaders of the community. Information from an advisory committee of major employers in the school's instructional area is recommended. In order to offer services for all students, the placement coordinator should be in direct contact with Vocational Rehabilitation in Cocoa, Exceptional Education Services in Cocoa and the Sheltered Workshop in Rockledge.

4. A concern for cost. As mentioned earlier, existing personnel should be utilized. The majority of the secondary schools have a full time occupational placement specialist; all high schools do. In addition, counselor services are provided. Approximately 45% of secondary students are served by vocational teachers. With these staff members as a team, we're on our way! Telephone service may be provided for occupational placement specialists under the Occupational Placement Specialist Budget. The district will furnish postage, printed forms, and envelopes.* There is no cost for services provided by the Job Bank of the U.S. Employment Office. Coordinators are urged to utilize the computer service (microfiche and printouts) provided daily and available in all the major cities of the district.

5. Evaluation and implementation of the evaluative feed-back data. "Beginning January 1, 1976, and each year thereafter, an annual report shall be made to the district school board by follow-up personnel with recommendations concerning areas of curriculum deficiency having an adverse effect on employability."

* Disseminated from Occupational Placement Specialist Funds to schools to which Occupational Placement Specialist units have been assigned.

(DOE Guidelines PAFU). Obviously, this report must reflect data from 1974-75, following through on graduates of '74. At the same time, data from exiting students of '74 - '75, as well as pre-graduate information of the January and June graduates will be accomplished. Follow-up forms should be mailed in February to all 1974 leavers or graduates, not including vocational students whose follow-up forms will have been mailed in October 1974, from each high school by the Occupational Placement Specialist assigned to that school. It must be remembered that all students in post-secondary educational situations are to be surveyed on the dates indicated.

In summary, then, placement and follow-up can succeed only if the team of principal, counselors, occupational placement specialists, teachers, community and students can work together toward the goal of matching student interests, aptitudes, and abilities to the appropriate job. In addition, feed-back from student and employer will do much to improve school curriculum to ensure that each student exits with a marketable skill.

UTILIZATION OF PLACEMENT AND FOLLOW-UP FORMS

FORM	PURPOSE	ACTION	PERSON RESPONSIBLE	DATES FOR ACTION
A Exit Interview Form	To gather information from students exiting prior to graduation. (replaces old form originally used for dropouts.)	Complete for all exiting students	Placement Coordinator	On date of exit, or as soon as possible thereafter
B Follow-Up Survey	To collect data relative to student performance and his perception of school curricula and programs	Mail survey forms to all former graduates or leavers, except students covered in vocational survey	Placement Coordinator	February 4, 1975 for students of previous year
C Placement and Follow-Up Annual Report	To compile information for program validation and/or change	Record data from student surveys	Placement Coordinator	Due in Career Education Office July 1, 1975
D Placement Annual Report	To determine effectiveness of placement service	Complete from all previously gathered Placement and Follow[illegible] data	Placement Coordinator	Due in Career Education Office July 1, 1975

Note: All data gathered from these forms will be based on information from 1974 graduates.

REQUIRED FORMS (DISTRICT-WIDE)

Form A Exit Interview

Form B Follow-up Survey

Form C Annual Report - P. A. F. U.

Form D Annual Report - Placement

*EXIT INTERVIEW
BREVARD COUNTY SCHOOL DISTRICT
(To be filled out by the interviewer)

Student's Name _____ School _____ Soc.Sec.# _____
(If available)

Permanent Address _____
Street City State

Telephone _____ Date of Birth _____ Race _____ Sex ___ Marital Status _____

1. Date of attendance at this school: Date entered _____ Grade level _____
   Date withdrew _____ Grade level _____
2. Student's principal means of support during this school year:
   _____ parents _____ relatives _____ self-supporting _____ other
3. With whom is the student living at the time of his leaving school? _____ with parents
   _____ relatives _____ spouse _____ by self _____ friends
4. Is the student presently employed? ____ yes ____ no
   If affirmative, give the firm's name and address and brief description of duties.
   _____
   _____
   _____
5. Is the student presently seeking employment? ____ yes ____ no
   If affirmative, what type of employment? _____
6. What are the student's long-range career plans? _____
   _____
7. Student's reasons for leaving school:
   _____ military _____ full-time employment _____ many friends quitting
   _____ marriage _____ no longer interested ___ educational goals completed
   _____ medical _____ academic difficulties _____ suitable programs not
   _____ pregnancy _____ excessive absence available (please specify)
   _____
   _____ needed at home _____
   _____ other known _____ unknown _____
   _____ economic reasons _____ behavior difficulties
8. How does the student feel about his overall experience at this institution?
   _____ liked it very much _____ disliked it more than liked it
   _____ liked it pretty well _____ disliked it very much
   _____ neither liked nor disliked
   Course that he feels has been most beneficial to him _____
   Course that he feels has been least beneficial to him _____
9. How could this school have encouraged this student to remain in school?
   _____ offer more courses or programs in _____
   _____ offer more counseling services
   _____ give students more opportunity to participate in extra curricular activities
   _____ reduce cost of activities, supplies and fees
   _____ provide more information about jobs and careers
   _____ reduce the size of classes
   _____ offer more opportunities to become involved in cooperative programs
   _____ other (please specify) _____
10. Does the student plan to return to school in the near future? _____ yes _____ no
    If affirmative, the type of program he plans to enter:
    _____ return to this institution at a future date ____adult education
    _____ junior college or two-year college _____ vocational-technical school
    _____ other program in the county _____ college or university
11. What was the parent's attitude toward student's dropping out?
    _____ encouraged leaving _____ encouraged staying
    _____ indifferent _____ unknown
12. Assessment of the student's reason for withdrawal, if different from #7:
    _____
    _____
    _____

*To be used for students leaving school before graduation (Dropouts)

Copies: White (Cumulative Folder)
Canary (Placement and Follow-Up Coordinator)
Pink (Pupil Services Director)

FORM A 12 _____ _____
Interviewer Date

FOLLOW-UP SURVEY FORM
BREVARD COUNTY SCHOOL DISTRICT

Year_____

Please print your name and correct address below.

Name_____
Last First Initial

Address_____
Number Street City State Zip

Social Security Number _____

School last attended in Brevard County_____

What type of program were you enrolled in during your last year in public school?

_____ 1 general _____ 3 cooperative

_____ 2 college preparatory _____ 4 vocational (please specify)_____

1. How many years did you attend secondary school (Junior High/Middle or Senior) in Brevard County before graduating or withdrawing from school? (Please check the correct response.)

A_____ 1 year D_____ 4 years
B_____ 2 years E_____ 5 or more years
C_____ 3 years

What are you doing at the present time? (Check ALL appropriate items.)

2.____ working full-time (30 hours or more per week)
3.____ working part-time (fewer than 30 hours per week)
4.____ unemployed and looking for work
5.____ unemployed and not looking for work
6.____ in school (full or part-time)
7.____ full-time homemaker
8.____ in military service
9.____ other (specify)_____

Kind of school program (Check ALL appropriate items)

10____ Area Vocational-Tech. School
11____ Community Junior College
12____ University/Four-Yr. College
13____ Private Bus./Commercial School
14____ Military Specialist School
15____ Company Course or School
16____ Apprentice Related Program
17____ Correspondence Course
18____ Other (Specify)_____

If you are working on a part-time basis, please give a brief description of your duties.

_____

19. How long have you been on present job?

A____ less than 1 month C____ 5 - 6 months
B____ 2 - 4 months D____ more than 6 months

20. May we have your permission to contact your present employer? A____Yes B____NO

21. Did you hold a job during most of your last year in school?

A____yes - a full-time job (30 hours or more per week)
B____yes - a part-time job (less than 30 hours per week)
C____no

22. If you could have your choice in the matter, what kind of job, organization or situation would you like as your life work?_____

_____

23. How do you feel about your high school educational experience?

A.____liked it very much D____disliked it very much
B.____liked it pretty well E____disliked it more than I liked it
C.____neither liked nor disliked it

What part of your secondary school experience do you feel is most beneficial to you today? (Please rank these from 1 to 5, with 1 being the most beneficial and 5 the least beneficial.)

24 ____ course work (specify particular courses)_____
25 ____ clubs and social activities (please specify_____
26 ____ sports and athletics (specify_____
27 ____ acquaintances you made
28 ____ counseling you received that assisted you in making career decisions

How could the school be changed to improve its program? (Please indicate your feelings toward each suggestion by placing a check in the YES or NO box)

	YES	NO	
29			fewer required courses and offer more meaningful electives
30			offer more counseling services
31			provide more information on jobs and careers
32			offer more courses (specify)_____
33			provide more opportunity to participate in extra curricular activities
34			allow students the opportunity to know teachers better
35			enforce rules of conduct more strictly
36			offer students more freedom while in school
37			provide more opportunities to become involved in cooperative programs
38			make students study harder and require more homework
39			offer more specific training for a job (specify)_____
40			offer more assistance in finding employment

Which teaching method seemed to be the best for you?
(Please rate each method: A - very helpful B - helpful C - little or no help)

	A	B	C	
41				lectures
42				labs
43				movies
44				class or group discussions
45				slides, flim strips, tapes
46				learning by doing (shops, P. E.)
47				on the job training
48				study guides or programmed instruction

Please indicate how much the following people helped you in planning your future while you were in high school. (Please rate each method: A - very helpful B - helpful C - little or no help)

	A	B	C	
49				Parents, relatives and other adult friends
50				Counselors
51				Deans
52				Occupational Placement Specialist
53				Teachers
54				Friends of own age

Please list any additional suggestions you have for improving our Educational Program.

_____

_____

_____

_____

Thank you for your cooperation.

BREVARD COUNTY PLACEMENT AND FOLLOW-UP ANNUAL REPORT 1974-75

SCHOOL _____ DATE _____

PLACEMENT CENTER COORDINATOR _____

Please enter totals for year.

Types of programs in which students were enrolled during last year in public school

_____ A General
_____ B College Preparatory
_____ C Cooperative Program
_____ D Vocational

Reactions to high school educational experiences

A ____ liked it very much
B ____ liked it pretty well
C ____ neither liked nor disliked it
D ____ disliked it very much
E ____ disliked it more than I liked it

Most beneficial secondary school experiences (average of rankings)

24 ____ course
25 ____ clubs and social activities
26 ____ sports and athletics
27 ____ acquaintances you made
28 ____ counseling you received that assisted you in making career decisions

Changes to improve school program (total no. of responses in each block)

	YES	NO	
29			fewer required courses and offer more meaningful electives
30			offer more counseling services
31			provide more information on jobs and careers
32			offer more courses (specify) _____
33			provide more opportunity to participate in extra curricular activities
34			allow students the opportunity to know teachers better
35			enforce rules of conduct more strictly
36			offer students more freedom while in school
37			provide more opportunities to become involved in cooperative programs
38			make students study harder and require more homework
39			offer more specific training for a job (specify) _____
40			offer more assistance in finding employment

Rating of teaching methods (A - very helpful B - helpful C - little or no help)

	A	B	C	(Total No. of responses in each block)
41				lectures
42				labs
43				movies
44				class or group discussions
45				slides, film strips, tapes
46				learning by doing (shops, P.E.)
47				on the job training
48				study guides or programmed instruction

Identification of people helpful in planning future

	A	B	C	(Total No. of responses in each block)
49				Parents, relatives and other adult friends
50				Counselors
51				Deans
52				Occupational Placement Specialist
53				Teachers
54				Friend of own age

Please list any additional suggestions you have for improving our Educational Program.

BREVARD COUNTY
ANNUAL PLACEMENT REPORT

SCHOOL_____ YEAR_____

SCHOOL LEAVER
1. TOTAL NUMBER_____
2. NUMBER OBTAINING PLACEMENT SERVICE_____

SCHOOL GRADUATES
1. TOTAL NUMBER_____
2. NUMBER OBTAINING PLACEMENT SERVICE_____

NO. PLACED	% PLACED	*AREAS OF DIFFICULTY	AREAS PLACEMENT	NO. PLACED	% PLACED	*AREAS OF DIFFICULTY
			JOB PLACEMENT			
			FOUR YEAR COLLEGE & UNIVERSITY			
			AREA VOC.-TECH. CENTER			
			COMMUNITY COLLEGE			
			ADULT ED. PROGRAM			
			MILITARY SERVICE			
			PRIVATE SCHOOL			
			SHELTERED WORKSHOP			
			FULL-TIME HOMEMAKER			
			ANY OTHER ALTERNATIVE AVAILABLE			
			A - EDUCATIONAL			
			B - Job			

TOTAL:

SIGNATURE_____ DATE_____
PLACEMENT CENTER COORDINATOR

* AREAS IN WHICH STUDENTS EXPERIENCED DIFFICULTY IN BEING PLACED

SUGGESTED FORMS

The forms included in this section are offered as suggestions only. They are identified as follows:

1. A - Pregraduate Survey

2. B - Letter for Dropouts

3. C - Student Application

4. D - 1 Cover Letters for Résumés
   D - 2 Cover Letters for Résumés

5. E - 1 Résumé
   E - 2 Seeking a Job
   E - 3 Suggested Telephone Contact

6. F - Employment Information

7. G - Referral Slip

8. H - Job Order Form

9. I - Request for Typing and Shorthand Results

10. J - Suggested Cover Letter for Employer

11. K - Ten Commandments of Job Hunting

12. PLACEMENT and REFERRAL RECORDS

    L - 1 Job Referral Activities
    L - 2 Brevard County Placement and Follow-up
    L - 3 Record of Referrals
    L - 4 Job Development Activities
    L - 5 Job Placement Follow-up

13. FOLLOW-UP LETTER FORMS

    M - 1 Suggested Cover Letter to Former Students
    M - 2 Suggested Follow-up Letter to Non-respondents
    M - 3 State of Florida Department of Education Employer Survey

A

BREVARD COUNTY PRE-GRADUATE SURVEY
STUDENT PERSONNEL SHEET

School _____

PRINT ALL INFORMATION

Each student in the senior class must complete the following and return to the Placement Center.

Name _____ Soc. Sec. # _____ Homeroom # _____

Address _____
(Street and Number, City State, and Zip)

Phone # _____ Date of Birth _____

Plans following graduation

	Name of Employer
Full-time permanent employment _____	_____
Part-time employment _____	_____
Futher education (explain) _____	
Full-time Military Service (Branch) _____	
Other (explain) _____	
(Address if known)	

My employment picture

1. I need help now in finding a full time job to begin after graduation.
2. I am or will be on a work-study program.
3. I need help in finding part-time work as a _____
4. I would like a summer job.
5. I need help in securing part-time employment in college.

SCHOLARSHIPS AND LOANS

Please list any scholarships or loans which you are to receive. Indicate, by a check in front of the number, ones which you have accepted.

1. _____
2. _____
3. _____
4. _____

Signature _____ Date _____

LETTER SENT TO DROPOUTS/STOPOUTS

Hi!

I understand that you are no longer enrolled in school. If you are having problems in finding employment, maybe our department could help you.

We are a part of the School Placement Center so there is no charge or fees connected with our services.

If you need assistance, please call the _____ High School Placement Center, _____. Maybe we can help!

C

BREVARD COUNTY PLACEMENT AND FOLLOW-UP
Student Application For Employment

School _____ Date _____

Year _____ Temporary _____

Course _____ Part-Time _____

PRINT:

Name _____ Social Security No. _____

Address _____ Zip Code _____ Phone _____

Date of Birth _____ Age _____ Height ___ Weight_____
Month-Day-Year

Type of Work Desired (Check Several)

___Baby Sitter	___Hosp. Worker	___Ofc. Mach. Opr.	___ Draftsman
___Food Worker	___Mach. Opr.	___Sales Clerk	___ Typist-Speed
___Fountain Clerk	___Messenger	___Steno. Speed	___ Waitress
___Gen. Office Clerk	___Nurse's Aid	___ Stock Clerk	

___Others _____

If part-time, specify number of hours each day you would like to work.
Mon.___ Tues.___ Wed. ___ Thurs. ___ Fri. ___ Sat. ___ Sun. ___

Work Experience: ____Yes ____ No If yes, name employer and give job duties:

_____

_____

FILL OUT INFORMATION ABOVE DOUBLE LINE

INTERVIEWER'S COMMENTS & IMPRESSIONS: (Rate - low___average___ high____)

Attendance_____	Gen. Ability_____	Neatness _____	Typing_____
Emot. Stab._____	Initiative _____	Reliablity _____	Stenog. _____

REMARKS:

_____

_____

_____

REFERRALS AND PLACEMENTS

DATE	EMPLOYER	TYPE OF WORK	SALARY	RESULT

_____

_____

_____

_____

_____

_____

If card is used, place referrals and placements on back.

NOTE: All students who wish employment must fill in this form.

SUGGESTED COVER LETTERS FOR RÉSUMÉS

Dear Sir:

In June of this year, I completed my 12th year of training with the largest industry in the United States. I am now available and actively seeking employment.

I feel that as a result of my training, I would be a good employee of (name of company). When would it be possible for me to come in for an interview?

Enclosed is my résumé for your consideration.

Thank you,

Dear Sir:

My name is _____. I am a high school graduate and I am seeking employment.

I know that I am short on work experience, but I am long on willingness to work as this letter will witness.

Enclosed with this letter is my résumé for your consideration. Your consideration of me for an employee would be most appreciated.

Thank you,

Dear Sir:

For the past twelve years, I have been involved with a company whose job it was to provide me with the skills necessary to move ahead in life. I have completed my apprenticeship program and would appreciate the opportunity of benefiting from my twelve years of training. Your consideration of me as an employee would be most appreciated.

Enclosed is my résumé.

Thank you,

Dear Sir:

Are you looking for someone who is willing and able to work? I would appreciate your consideration of me.

I graduated in June from (name of high school) and while I do not currently have a lot of work experience, I would appreciate the opportunity of gaining some with (name of company).

Enclosed is my résumé for your consideration.

Thank you,

Dear Sir:

I have looked forward to graduating from high school and finding employment. While I have not had the opportunity of acquiring years of work experience, you would find me a good employee.

Would it be possible for me to come in for an interview?

Enclosed is my résumé for your consideration.

Thank you,

RESUME

Name _____
(First) (Last) (Middle Initial)

Address _____
(Number) (Street) (Zip Code)

Telephone No. _____ Social Security No. _____

Age _____ Sex _____ Date Born _____

Height _____ Weight _____ Marital Status _____

Health _____ Service _____ Driver's License _____

Education: (Your High School) _____
Graduated _____
Scholastic Average _____

MAJOR SUBJECTS	CREDITS	AVERAGE GRADE

Employment Record:

EMPLOYER	COMPANY	FROM	TO	DUTIES

Extra-curricular Activities in School

SEEKING A JOB

I. Who do you know who is working.

Name _____ Where working

_____

_____

II. Are these jobs I would be interested in? yes_____ no_____

What kind of work would I like? _____

_____

What pay would I expect per week? _____

III. Do I have to go into the service soon? yes___ no ___ when____

WHEN SEEKING A JOB, ALWAYS HAVE THE FOLLOWING INFORMATION WRITTEN DOWN.

IV. Social Security Number _____

V. Three references - (List full name, address, telephone number)

example: Priests, Pastors, Teachers, Counselors, businessmen

VI. Where I worked before (full-time or part-time) name, address, telephone

VII. Résumé - Were you active in sports, clubs, groups?

Did you receive any honors in school, elsewhere?

What was your grade point average? class rank?

What was your attendance like? How many days absent per year?

Why were you absent?

VIII. What qualifications do you have for the job?

Why can you do the job?

IX. Have you checked the telephone book?

Call business by phone and ask them if they need help. Develop a short speech on yourself before calling. Practice it.

SUGGESTED TELEPHONE CONTACT

Example: My name is_____ I graduated from_____ High School. While in school I majored in _____ or was in ___(club - sports - etc.)___. I would like to work for your company because I (like your kind of work or am interested in learning the job,etc.) When phoning, your first contact may be with a secretary; ask for someone in personnel. If the business is small, ask for the owner or the person in charge of hiring.

If asked to call back, call back; be aggressive. If they feel you really want to work, they may give you a chance.

You make the difference. Your tone of voice. Your enthusiasm. Don't be discouraged if it takes time to find a job. Your persistence will pay off.

NOTE: Keep in touch with the Occupational Placement Specialist for your school.

High School_____

EMPLOYMENT INFORMATION
(Please Leave Posted)

Interested in working as a _____

Will perform the following job duties _____

_____

_____

_____

Hours of work _____ Days_____ Salary _____ Age_____

Have own transportation: Yes____ No____ Other information_____

_____

IF INTERESTED CONTACT

Date posted _____ By Whom _____

REFERRAL SLIP

PLACEMENT CENTER

High School _____

Introducing _____

Employer _____

Address _____ Phone _____

To Be Interviewed By _____

For Position of _____

Date of interview _____ Time _____ Salary _____

Referred By _____ Date _____

High School _____

PLACEMENT CENTER

STUDENT CALL-IN

TO: _____ Please give this message to the following student. Should he/she be absent, please note and put in Placement Center Mail Box.

STUDENT: _____ Please contact the Employment Center at a time convenient to you and your teacher. _____

_____ Date

_____ Interviewer

JOB ORDER FORM

STUDENT EMPLOYMENT CENTER

Employer _____

Address _____

_____

To Be Interviewed By _____ Phone _____

Type of Position _____

Duties _____

_____

_____

_____

_____

Hours _____ Days _____ Salary_____ Age_____

Date Order Taken _____ By Whom _____

PLACEMENT CENTER

REQUEST FOR TYPING AND SHORTHAND RESULTS

TO: _____. The following student has filed an application with the Center. Any recent test results would be useful toward processing his/her employment. Thank you for your cooperation.

STUDENT: _____

TYPING: WPM_____ ERRORS_____ SHORTHAND DICTATION: WPM_____

COMMENTS ON OTHER SKILLS _____

_____

_____ _____

DATE INTERVIEWER

Suggested Cover Letter to Employers
School Letterhead

Date:

Dear _____:

We need your assistance in providing information to be used in the evaluation of vocational education programs in Brevard County.

One measure of program effectiveness relates to the performance of former vocational-technical students "on the job." Would you assist us by providing information about the individual listed on the attached form who reportedly has been employed by your organization? If you are unable to provide this information, would you have the person to whom this employee is directly responsible complete the survey? In the event this individual is not currently in your employ, please complete the form based on his prior performance. If this individual has not been employed by your organization, please answer Questions numbered 1, 2, and 12.

Permission to contact you has been granted by the person named on the attached form. You will notice this form is labeled "CONFIDENTIAL." Please be assured that neither you, your organization, the evaluator (if one is used) nor the employee will be identified in reporting the results of this study.

Please return the completed form in the enclosed envelope. No postage is necessary.

Your assistance in providing the information requested will assist in improving vocational programs in _____ County.

Sincerely,

_____
(Superintendent, Principal, Area Center Director)

Enclosures

THE TEN COMMANDMENTS OF JOB HUNTING

I. Thou shalt not be a know-it-all...nor a slouch.

II. Thou shalt be clean of body and appropriate in dress.

III. Thou shalt have no other pals along.

IV. Thou shalt not bad-mouth persons or places past.

V. Thou shalt not smoke or chew gum.

VI. Thou shalt speak and act as if thou hadst learned good manners at home (do this in remembrance of Mom.)

VII. Thou shalt not be greedy (perhaps thou art not worth $3.50 an hour!)

VIII. Thou shalt be willing to start at the bottom and be eager to work thy way up.

IX. Thou shalt wear shined shoes.

X. Above all, thou shalt be courteous, realizing full well that an employer, too, is human; like thee, he needs to feel accepted.

L-1

PLACEMENT CENTER

_____ HIGH SCHOOL

JOB REFERRAL ACTIVITIES

Occupational Placement Specialist's Name _____

DATE	STUDENT'S NAME	EMPLOYER	DROP-OUT	GRADUATE	INTERVIEWER	HIRED YES	HIRED NO	COMMENTS

BREVARD COUNTY PLACEMENT AND FOLLOW-UP

School _____

Employer's Name _____ Date Received _____

Address _____

Referral and Placement Record:

Names of Applicants Referred	Referred By	Date	Age	Sex	Dropout	Grad.	Result

COMMENTS:

RECORD of REFERRALS

School_____ Placement Coordinator_____

Date	Name of Student			Company to which Referred	Result		
	Graduate	Drop-out	In School		Placement	Part-time	Full-time

L-4

JOB DEVELOPMENT ACTIVITIES

DATE	EMPLOYER	ADDRESS	PHONE	TALKED WITH	RESULTS			
					REC'D ORDER	CALL BACK	COMMENTS	INTERVIEWER

Job Placement Follow-up

Coordinator_____ School _____

Date_____

Student's Name	Employer	Status of Employment			If Not Working, Disposition
		Still Working	Fired	Quit	

Suggested Cover Letter to Former Students

School Letterhead

Date:

Dear Former Student:

The _____ High School of Brevard County, is participating in a follow-up survey of former students. The information from this survey will be used for the improvement of educational programs, throughout the county.

You will notice that this form is labeled CONFIDENTIAL. Let me assure you that your name will not be identified in reporting the results of this survey.

Please take a few minutes and complete the enclosed form. A return envelope is included for your convenience.

Thank you for your cooperation.

Sincerely,

_____
(Principal, Area Center Director)

Enclosures

Suggested Follow-up Letter to Non-respondents

School Letterhead

Date: October 21, 1974

Dear Former Student:

Two weeks ago a questionnaire was mailed to you requesting information regarding your activities since leaving a vocational-technical program (in_____ County, at _____ High School, at _____ Area Center) last year. As we indicated in the original letter, the information from this survey will be used for the improvement of vocational programs both locally and statewide.

To date we have not received your response. Knowing that sometimes the mail doesn't get through, we are enclosing another form for your convenience. Would you take a few minutes today, complete the form and drop it in the mail. By doing so you will be of considerable help to those persons who will enroll in future vocational-technical programs.

If you have returned your form in the last few days, please disregard this letter.

Sincerely,

_____

(Principal, Area Center Director)

Enclosures

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
EMPLOYER SURVEY

CONFIDENTIAL

Employee's Name _____ Social Security Number _____

To the Evaluator:
Please provide information regarding the employee whose name is listed above. The results of this survey will be used in evaluating the educational program of Brevard County. The information which we are requesting will be held in strict confidence. Neither you, the employee nor the organization will be identified in the final report of this study.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed envelope which is enclosed for your convenience. No postage is necessary.
Sincerely,

Principal
School

1. Is the above named person presently in your employ?

   1 _____ yes If yes, go to Question 3.

   2 _____ no

2. If no, was this person ever employed by your organization?

   1 _____ yes

   2 _____ no If no, go to Question 12.

PLEASE RATE THIS EMPLOYEE IN COMPARISON TO PERSONS PERFORMING THE SAME TYPE OF WORK FOR A SIMILAR PERIOD OF TIME.

3. What is the amount of work performed by this person? (Check one answer)

   1 _____ above average

   2 _____ average

   3 _____ below average

   4 _____ very low or insignificant

4. What is the quality of this person's work?

   1 _____ consistently high

   2 _____ generally acceptable

   3 _____ not always acceptable

5. Does this person appear to have difficulty in following prescribed work procedures?

   1 _____ yes

   2 _____ no

   3 _____ sometimes

6. How does this person adapt himself to different work assignments?

   1 _____ adapts easily

   2 _____ adapts, but with some difficulty

   3 _____ has great difficulty in adapting

(Please turn page.)

7. How much supervision does this person require to perform his job?

1 _____ little or no supervision

2 _____ about the average amount

3 _____ a great deal of supervision

8. How much interest does this person take in his work?

1 _____ a great deal

2 _____ about the average amount

3 _____ little or no interest

9. How does this person react to constructive criticism?

1 _____ reacts positively

2 _____ indifferently

3 _____ reacts negatively

10. Generally, does this person appear to work well with others?

1 _____ yes

2 _____ no

11. Do you feel this person is capable of advancement?

1 _____ yes

2 _____ no

12. Please list any suggestions for improving the program of vocational education in Florida.

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION.

BREVARD
DISTRICT PLAN FOR
PLACEMENT AND FOLLOW-UP

School District: Brevard

Submitted By: Luther R. Rogers
(Superintendent) Luther R. Rogers

Robert A. Anderson
(Chairman, School Board) Robert A. Anderson

District Contact Person:

Name: Mrs. Olive W. Thomas

Address: Career Education Department
Monroe Center
705 Avocado Avenue
Cocoa, Florida 32922

Telephone: 305-636-7151

Date Submitted: July 23, 1974

Board Approved: August 6, 1974

Amended into DCEP and State Approved: August 15, 1974

CALENDAR OF EVENTS FOR 1974 - 1975

October 3 - Initial student follow-up surveys mailed for Vocational Survey

October 10 - Questionnaires dispatched to approved employers

October 21 - Second student follow-up questionnaires mailed

November 1 - All questionnaires returned to Career Education Office

December 13 - Request of Materials needed for February survey sent to placement coordinators

December 18 - Materials requests received from placement coordinators

January 7 - Materials dispatched to schools

January 10 - February 4 - Prepare student follow-up questionnaires for initial mail-out

February 4 - Initial student follow-up questionnaires mailed

February 20 - Forms mailed to approved employers

February 25 - Second follow-up mailed to non-respondents

March - June 30 - Schools, receive, analyze, and evaluate data

July 1 - Annual report due in Career Education Office